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ABSTRACT

A study of high school work experience programs was designed to explore the work environment in regard to employer policies, practices, processes and program ingredients to gauge their impact on high school student workers during the school-to-work transition. Two work experience programs were analyzed (North Terrytown, New York, and in Newark, Delaware) and data was gathered directly from student and employer participants and graduates. Findings indicate that the majority of students and employers perceived the most valuable outcomes of the work experience program to be contributions to (1) the development of interpersonal skills and wider ranging socialization; (2) the opportunity for career exploration, career education, and skill development; (3) the provision of initial exposure to the world of work; and (4) the personal growth of the student. Employers and students shared a high regard for the value of paternalism in training and supervision. Two of the six policy recommendations are that the school should assume greater responsibility in screening student and employer participants to assess and better understand their motives for participation and their expectations and that the school should assume an active role in educating employers and supervisors to the potential impacts and outcomes of the program. (Appendixes contain descriptions of the two work experience programs and results of survey questions.) (LRA)

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POLICY CONSIDERATIONS FOR EMPLOYERS IN WORK EXPLORATION AND EXPERIENCE PROGRAMS

Key Findings and Policy Recommendations

The research report herein was performed pursuant to a grant for the U.S. Department of Health, Education, and Welfare, Washington, D.C. The opinions and conclusions expressed herein are solely those of the author, and should not be construed as representing the opinions or policy of any agency of the U.S. Government. Submitted August 1978 in fulfillment of Contract No. 018A-7701-P2021, Department of Health, Education, and Welfare.

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I. BACKGROUND

Most observers are agreed on the value of relating education to employment. It adds a dimension of reality to the educational process through student exposure to the real world, and an occupational dimension through the development of career interests and orientation to the work environment. Public schools in this country have been relating the educational experience to employment since 1908, when the city of Cincinnati organized the first formal work-experience program. Over the ensuing years, however, the gap between the formal educational process and work experience continued to widen for a number of reasons, among them changes in public attitudes toward the employment of children and youth, the nation's vanishing economic frontiers, and a more-than-ample adult labor supply.

In more recent years, there has been a resurgence of interest in the development of a closer "fit" between schools and the work environment. In part, this has been a response to student desires to reduce their prolonged dependence and isolation in school, resulting from a lengthier period of education than in the past. Interest in work experience has been reflected in an upsurge of students seeking part-time employment after school. A number of commissions and foundations have recently called for reform along these lines, and several years ago, the secretary of labor granted 14- and 15-year old youths the opportunity to be employed in work-experience programs during school hours. Most recently, the U. S. Departments of Commerce; Labor; and Health, Education and Welfare have assigned several interdepartmental task forces to examine some of the issues involved.

The thrust of the recommendations made by the various groups has been to connect the school more effectively to the realities of life and work. Included are increased options for learning outside of school, earlier exposure to the world of work, and building on youths' natural interest in community and public service. The goal of these efforts is an improvement in the transition from school to the work environment that will contribute to more meaningful rites of passage to adulthood and to fulfilling individual capacities to perform satisfying work.

II. STUDY OBJECTIVES

The objective of this study has been to explore the work environment in regard to employer policies, practices, processes, and program ingredients in order to gauge their impact on high school student-workers during the school-to-work transition.

The specific goal has been to develop a policy-planning report setting forth the effect of workplace variables on participants in work-experience programs. It is hoped that this report will serve as a guide to school systems, unions, community groups, and most particularly to employers throughout the nation, thereby encouraging and guiding the development of more effective programs.

Existing policies, practices, processes, and program ingredients relevant to the workplace have been analyzed in two work-experience programs. Among the critical variables considered were the opportunities for on-the-job training and job orientation, pay policies, the degree and quality of supervision provided, attitudes of employers and supervisors toward student-workers, the effectiveness of student-workers on the job, and the effect of the work-experience program on the career choices of youth.

Certain assumptions were made for the study. The first was that work experience outside the classroom would improve the student's ability to function as an employee. The second was that work experience while attending school would help students in regard to their future careers by (1) exposing them to a variety of occupations, (2) helping them develop

career interests, and (3) contributing to their career decision-making ability. Underlying these assumptions was the belief that work experience alone was insufficient, and that only work experience of a particular quality would achieve the desired results. Specifically, the nature of the employment tasks should be more than routine and menial; the job experience should be meaningful for the students' educational, career, and life plans; and workplace supervisors should be trained to assist students in maximizing the benefits of the experience.

Four fundamental questions were addressed:

1. What types of work experience will maximize student opportunity for career-interest exploration?
2. Under what circumstances are employers most likely to maximize opportunities for student work experience?
3. What internal arrangement by employers with respect to student job assignments, supervisory orientation, and employer costs (including incentive pay for student) would be most conducive to effective work experience?
4. What are employer perceptions of the contributions schools should make to student performance in work-experience programs?

III. METHODOLOGY

In analyzing the work-experience programs reviewed here, data was gathered directly from program participants. Sources of data were personal interviews conducted with (1) students; (2) employer representatives, such as personnel officers and line supervisors; and (3) union officials, where relevant. Among the data collected were the following:

- Actual outcomes of the work experience, in terms of absenteeism, earnings, and personal development on the job.
- Job productivity and performance, as measured by employers.
- Evaluation of the workplace experience in terms of quality of supervision, training, orientation, opportunities for experience, etc.
- Attitudes and expectations regarding the program, from the viewpoints of current student participants, graduates of the program, and employers.

The project was conducted in three phases, over a one-year period. Phase I consisted of planning and organization of the study, including staffing, review of programs for evaluation, and initial contact with the schools selected, to arrange their participation. Two school districts were selected for evaluation: one in Newark, Delaware, and the other in North Tarrytown, New York.* The districts differed substantially

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* Descriptions of each program are provided in Appendix A.

in terms of the degree of formality of their respective work-experience programs--one was highly structured, and the other was far more informal and unstructured. However, inasmuch as it was not a study objective to contrast these approaches, or to evaluate their respective successes, great care has been taken in reporting survey findings and conclusions to avoid any qualitative judgments in regard to each program.

Phase II of the project--the actual field studies--was completed in six months. This phase provided the material for the study's detailed findings and policy recommendations.

In the Newark School District, sixty-two students were interviewed, of whom eighteen worked for large companies, twenty-six for local companies, and eighteen for local colleges and agencies of local government. Thirty employers and/or first-line supervisors were interviewed, almost all of whom were employers of the students included in the survey. Of these employers, eight represented large corporations; nineteen, local companies; and eight, local colleges and agencies of local government. Finally, forty-seven graduates of the Newark work-experience program from the class of 1972 were also interviewed.

In the Sleepy Hollow School in North Tarrytown, seventy-four students were involved in the work-experience program during 1977-78, of whom sixty-one were interviewed. Twelve worked for large corporations, forty-nine for smaller local firms, and one for a local high school. Altogether, a total of thirty-two employers and/or first-line supervisors were interviewed, representing five large corporations, twenty-six local firms, and the local high school. Thirty-one graduates of the work-experience

program, who had been out of school in the work environment for periods ranging from three to seven years, were also interviewed.

Phase III of the project culminated in this report on detailed findings and policy recommendations, a discussion of these recommendations with representatives of the Department of Health, Education, and Welfare, and appropriate dissemination of the findings to establish the basis for follow-up implementation through the department.

IV. OVERVIEW AND POLICY RECOMMENDATIONS

Overview

It appears that where students and employers alike have been able to perceive the work-experience situation as an important segment of life in general--not simply as a job or task--the optimal potential for a positive outcome should exist. By adopting this perspective, both parties are able to look beyond the job itself to the developmental and humanistic experiences potentially available through work.

Conversely, where the student seeks no more than an income-producing escape from the classroom--and the employer no more than a body for production purposes--the potential for positive outcomes for both parties is greatly reduced.

The relationship of attitude to outcome strongly suggests the need for better screening of both student and employer participants in order to help them understand their motives for participation, and the effect these could have on the results of the program.

An examination of the detailed findings of this study reveals that the majority of students and employers perceived the most valuable outcomes of the work-experience program to be contributions to:

- The development of interpersonal skills and wider-ranging socialization.
- The opportunity for career exploration, career education, and skill development.
- The provision of initial exposure to the world of work, usually as a positive experience.

- The personal growth of the student, by fostering independence, confidence, productive contribution, responsibility, and a sense of achievement.

Furthermore, employers and students shared a high regard for the value of paternalism in training and supervision. Both groups saw supervisory behavior as:

- Supportive
- Patient
- Encouraging
- Responsive
- Flexible

Most certainly these shared perceptions of paternalistic supervisory behavior played a significant role in extending the work-experience program beyond the simplistic view of job provision.

There were no prerequisites suggesting that the employer be responsible for or even amenable to the development of interpersonal skills and maturity among the student-employees, nor was the employer expected to provide opportunities for career exploration. These certainly were not perceived as preprogram expectations among most students. Therefore, we concluded that because both parties, in most instances, were able to view the work experience beyond its restricted value as a job, the employment situation and its interrelationships played a significant role in fostering student maturation in all of the previously discussed areas.

Policy Recommendations

Workplace factors affecting the outcome of work-experience programs have provided the main focus for this research. In examining these factors, we have analyzed a variety of existing or developing interrelationships among schools, employers, and students in work-experience programs. Although the relationship of the Department of Health, Education and Welfare (HEW) to the various parties in the work-experience situation are outside the scope of this report, we see a key role for HEW in formulating policy and providing leadership in work-experience activities.

Thus, while our policy recommendations can only be framed from the perspective of "what the school should do" or "what the employer should do," we recommend that HEW take a leadership role disseminating information on recommendations and guidelines to be followed by participant schools, employers, and community-based organizations.

We further recommend that these policy recommendations be incorporated in all grant and R.F.P. announcements for work-experience programs in order to more fully inform parties potentially interested in engaging in these activities. And finally, we suggest that, wherever possible, HEW provide, identify, and recommend incentives for following and/or complying with these guidelines.

The following policy recommendations should be viewed, therefore, not only as requests for action on the part of HEW to promote positive change in work-experience programs--both those currently in operation and those yet to be established--but also as models for policy directives and/or guidelines to be issued by HEW.

1. The school should assume greater responsibility in screening participants--both students and employers--in order to assess and better understand their motives for participating in the program, as well as their expectations. More effective screening will help all parties to better understand the benefits and implications of program involvement and the crucial contributions such involvement can make to the general maturation and career interests of students.

2. In accordance with the first recommendation, the school should assume an active role in educating employers and supervisors to the potential impacts and outcomes of the program. The school should also emphasize the fact that participation involves more than the provision of a job. In this connection, it is important for HEW and the school to point out:
   - the key role of paternalism in initial work-experiences
   - the potential contributions that first-job experiences can make to socialization, maturation, and career exploration

3. To correct the apparent lack of two-way communication, the necessary stimulation and reinforcement should be provided to ensure the development of interrelationships between school and employer during the entire program. This involvement is vital to a better understanding by the school of employer needs; to the improvement of student skills; and to the better matching of student interests and needs with those of the employer.

4. Provision should be made to permit increased student involvement in job selection. It should be pointed out to all parties that student initiative in job selection is closely related to motivation on the job

and to the contribution made by the job to life experience. This initiative should be nurtured wherever possible, and both schools and employers should be made aware of the inherent value of such initiative in job selection.

5. When a student is able to locate a job independently, both school and employer should develop a system for feedback and tracking that encourages student initiative. Such a system will provide the school with new student employers, an improved perspective on the functioning of the student labor market in the local community, improved performance feedback, an intergenerational relationship between student and employer, and a more active placement role for future students. In addition, such feedback and tracking will give the employer a long-term source of student labor, more comprehensive information concerning the work-experience program, and improved preemployment selection of part-time student workers. Finally, the thorough examination of the self-selection process by all parties--HEW, schools, employers, and others--will help them to better understand the workings of this process and its ultimate impact on students and employers alike.

6. Both schools and employers should be made fully aware of factors crucial to and/or contributory to optimal student performance on the job, such as:

   - Regular and consistent feedback on job performance
   - Socialization with coworkers and, where appropriate, customers
   - Provision, wherever possible, for experiential and task variety
   - Flexibility of treatment, particularly in terms of scheduling, allowing for increased study needs during exam times, etc.

- Orientation of supervisors to help them understand the unique needs of student-workers and the potential impacts of program involvement, especially on the maturation and career exploration processes of students.
- Provision of opportunities that encourage increased student self-confidence, responsibility, and independence where possible.

In general, these guidelines can be reduced to one fundamental principle for all participants: by agreeing to become involved in the work-experience situation, all should acknowledge that such an agreement or "contract" carries implications reaching far beyond the provision of a job for a teenager who wants to earn some spending money.

V. DETAILED FINDINGS

Introduction

The detailed findings of this exploratory study have been organized in outline format in order to follow the questionnaires used to collect data. For the purpose of clarity, a separate section has been devoted to each of the school populations under study (Tarrytown, New York, and Newark, Delaware).

While the statistics discussed here represent the number of participants making a specific response, there were multiple responses to many questions. Thus, the percentage figures for a given question do not necessarily total 100 percent.

The findings for each of the two populations have been organized in four sections. Each of the first three sections is devoted to one of the following subpopulations:

- Program participants
- Workplace representatives
- Past program participants (4-6 year graduates)

The fourth section, entitled "Comparisons," provides an analysis of interrelationships among these populations.

Finally, it should be noted that as an exploratory research project, this study has dealt with a limited sample of the work-experience population. The findings stated herein are qualitative in nature and are therefore presented as preliminary hypotheses.

Sleepy Hollow High School,

North Tarrytown, New York

I. Program Participants

A. Student Perceptions of Work Situations

1. Perceived Positive Attributes of the Job

a. Socialization was mentioned by a majority of the students (60%)* as the best-liked aspect of their job.

These responses were qualified according to the object of social interaction:

-- Coworkers (39%)

-- Customers (21%)

b. Following socialization, pay was most frequently reported as a positive attribute of the job (23%).

c. Career exploration, including business experience (10%) and information or learning (10%), was seen as next in terms of positive job attributes.

d. Finally, a number of students (10%) indicated that they liked the feelings of responsibility engendered by their jobs.

2. Perceived Negative Attributes of the Job.

a. Specific aspects of job content (eg. dirty work, filing,

*Unless otherwise noted, percentages reported throughout this summary represent multiple responses, frequently totaling in excess of 100%. In addition, responses reported by fewer than 10% of the respondents are rarely presented here. Thus, some summary items may total less than 100%.

cleaning, boring tasks) were most frequently seen (39%) as negative or as the least-liked aspects of the job.

b. Organizational climate, including the need to cater to management (13%), perceptions of an inferior situation (10%), tension, management politics, and lack of cooperation by subordinates, were reported by 39% of the students as negative attributes of the job.

c. In addition, having to cater to customers was reported as the most negative job aspect by 16% of the students.

B. Rewards and Compensation

1. Performance Indicators

a. The vast majority of students (79%) reported that feedback provided them with an indication of their performance on the job. This feedback reportedly stemmed from a variety of sources, including:

-- Supervisor feedback (56%)

-- Customer feedback (15%)

-- Coworker feedback (8%)

b. In addition, many students (36%) indicated that their own perceptions of "doing a good job" kept them appraised of their own performance.

c. Financial rewards were seen as indications of performance by many students (20%).

d. Finally, the absence of negative feedback (13%) was also perceived as a measure of job performance.

2. Satisfaction with Pay

Overall, responses from a large majority of students (79%) indicated that their pay was satisfactory. Only one out of five (21%) indicated that their pay was poor or less than adequate.

3. Experiential Values of Work-Experience Employment

a. Personal growth, including such attributes as maturity, confidence, responsibility (15%), independence, and good experience (15%), was mentioned as being derived from the job by a majority (70%) of the students.

b. Following this, career development was perceived as an important experiential derivative of work (36%).

c. The other major experiential value reported as resulting from work was an enhancement of interpersonal skills (56%), including the improved ability to deal with other people, largely customers (31%), and to develop interpersonal relationships with the student's boss, coworkers, and others (25%).

It appears that the socialization factor, most frequently mentioned in the preceding section as a positive attribute of the job, also played a major role in the experiential values of work experience.

C. Orientation, Training, and Supervision

1. Orientation

Overall, a majority of students (62%) indicated that they had

undergone no orientation. The remaining 38% reported varying degrees of orientation ranging from a booklet about the job or the company (11%) to some orientation by a coworker or the supervisor (13%), to a formal orientation program (20%).

2. Training

   a. Beneficial Aspects of Training

      -- The single most helpful aspect of training reported by students (26%) was a full or thorough explanation and demonstration of the job.

      -- Beyond this, student perceptions of paternal attitude and support constituted the most frequently mentioned (77%) aspect of perceived training benefit. This paternal element combined a number of trainer/supervisor behaviors as follows:

         - Patience (allowing students to learn at their own rate) (23%)
         - Supportiveness (encouragement, etc.) (23%)
         - Correction of mistakes (16%)
         - Provision of answers to all questions (15%)

It should also be noted that 23% indicated that particular aspects of training were helpful (training on special equipment, help from coworkers, an outline of responsibilities, etc.).

b. Training Weaknesses

-- The majority (54%) reported no weaknesses in their job training.

-- Among the remaining students, training was seen as most inadequate in terms of thoroughness and time alloted (31%).

3. Supervision

a. Beneficial Aspects of Supervision

-- Here again, as in the area of perceived training strengths, the students' perceptions of supervisor paternalism accounted for the vast majority (86%) of reports of helpful elements of supervision. Paternalism in this case combined a number of aspects of supervisor behavior, such as:

- Taking a personal interest (25%)
- Encouragement (18%)
- Supportiveness (13%)
- Patience (10%)
- Responsiveness to questions (10%)
- Correction of mistakes (10%)

-- In addition, 18% of the students reported that they perceived their supervisors as helpful in an instructive or teaching sense.

-- Lastly, 15% of the students indicated that they saw no beneficial aspects of supervision.

b. Weaknesses of Supervision

The majority of students (51%) reported that there was no weakness in their supervision.

D. Relations with Coworkers

The majority of students (77%) indicated that relations with coworkers were good to excellent and that they were treated as equals.

It is possible to see corroboration for the initial finding in section A and the findings in section B--that socialization with coworkers was perceived as perhaps the most important attribute and experiential value of the work-experience program.

E. Varied Impacts of Work

1. Impact of Work on School

a. The largest group of students (44%) reported that work had had no perceptible effect on their school performance.

b. However, a significant number (36%) indicated that work had had a detrimental effect on school performance, primarily because it detracted from the time available for homework.

c. There was also a significant group (20%) of students who suggested that work had affected their school performance positively, mainly because of a better budgeting of free time.

2. Impact of Work on Social Life

a. The largest group of students (49%) indicated that work had had no effect on their social lives.

b. A significant group (26%), however, reported that, as in the case of school work, their jobs had taken time away from social activity.

c. Nevertheless, a significant number saw work as having a positive impact on their social lives. The rationale for a positive effect was stated as more money (15%), increased confidence (2%), and better understanding of others (3%).

3. Impact of Work on Relations with Adults

a. A large majority of the students reported seeing an improvement in their relations with adults as a result of their work experience. This general improvement had several key elements including:

-- Perception that parents appreciated/trusted the student more (33%)

-- Improved ability of students to deal with adults (30%)

-- Increased maturity and patience (15%)

-- More positive student perception of adults (13%)

Once again, many of the students reiterated the high value placed on the socialization experience of the workplace.

b. A large minority of the students (26%) also reported no perceptible change in relations with adults.

F. Career Plans

1. Present Plans

a. The majority of students (60%) indicated that they planned to continue their education (49% college, 11% other school) after high school.

b. Of the remaining students, 20% reported having specific career goals, a small number (13%) were undecided, and 7% planned to continue with their present employer.

2. Effect of Work Experience on Career Plans

a. Many students (36%) suggested that their work experience had had no effect on their plans for a future career.

b. The majority of students reported that work experience had had an effect on their career plans as follows:

-- Reinforced career goals (18%)

-- Reinforced or engendered a dislike for this type of job (18%)

-- Provided funds for college (16%)

-- Helped in decisions about the future (not clarified further) (11%)

II. Workplace Representatives

A. Perceived Values of Work Experience

The vast majority of Tarrytown employers and employment supervisors indicated no awareness of the existence of a work-experience program associated with Sleepy Hollow High School. Therefore, the responses by representatives from these groups must be viewed primarily from the perspective of the employment of students.

1. Benefits of Student Employment to Company
   a. The majority of employer representatives (56%) indicated that students filled a current need for labor.
   b. A large number of supervisors (31%) reported that the company benefited because the students were "good workers."
   c. Reduced labor cost was mentioned as the third most popular (25%) company benefit derived from employing students.
   d. In addition, supervisors perceived that students provided a future employee resource (13%).

2. Benefits of Employment to Students
   a. The majority of supervisors (56%) perceived that

students benefited through personal growth in the areas of responsibility, maturity, discipline, independence, and work habits.

b. Similarly a large number of respondents (45%) reported that employment provided the potential for student gains in general life experience through exposure to and experience in the working world.

c. Many supervisors (34%) also stated the belief that students benefited in the area of career development by learning job skills and exploring career ideas.

d. As might be expected, a number of respondents (25%)saw income as a benefit to the student.

e. Finally, a small, but significant number of supervisors (16%) reported that employment provided students the opportunity to improve interpersonal skills.

B. Perceived Shortcomings of Work-Experience Program

1. Problematic Aspects of the Program

a. The predominant view among supervisors (77%) was that the program had no negative attributes.

b. A small number (13%), however, reported having scheduling difficulties with student workers.

2. Impact of Student Employment on Supervisor's Job

   a. The majority of respondent supervisors (81%) did not perceive student employment as making their own jobs more difficult.

   b. Yet, a small number of supervisors (19%) did experience difficulty employing students. Some indicated that more time and effort was needed to train students (13%) and several reiterated their scheduling problems (6%).

3. Impact of Student Employment on Full-Time Employees

   a. The vast majority of supervisors (78%) reported that employment of students created no problems with full-timers.

   b. The remaining (22%) workplace spokesmen indicated that there were some occasional difficulties with regular employees, such as fear of losing their jobs and interpersonal difficulties.

C. Comparison of Student-Employees and Regular Employees

1. Most supervisors (66%) reported that students compared favorably with regular employees, seeing them as equal or better in terms of performance, enthusiasm, energy, and motivation, and as generally less competitive.

2. A significant number (31%), however, perceived student workers as having less drive, motivation, and skill than regular employees.

3. In addition, a number of supervisors (16%) indicated that performance, attitude, and motivation varied among individual student-employees.

D. Students' Entry Skills

1. Supervisors generally indicated that few entry skills beyond common sense, basic educational preparation (e.g., math, reading, writing) were required. Therefore, it was not surprising that the majority (78%) viewed student entry skills as adequate.
2. In fact, very few (13%) supervisors reported less than adequate student entry skills. Supervisors defined skill deficiencies in two basic areas: common sense (6.5%) and specific job skills requiring training (6.5%).

E. Compensation for Skill Deficiencies

1. Although the above figures suggest that students were generally adequate in entry skills, a majority of employers (72%) indicated that students required some training in specific job skill areas.
   a. Among the employers reporting that student training was necessary, most (53%) described this as informal training by following coworkers around, explanation and demonstration of the job, etc.

b. The remaining employers (19%) indicated that they had formal training programs for student workers.

2. In light of student skill deficiencies, a number of employers (19%) described alternative approaches, including dismissing students and shifting them to different jobs.

F. Supervisor's Role

1. Use of Student-Workers

a. Student-Workers' Jobs

The predominant opinion (56%) among supervisors indicated that students were given varied job responsibilities, dependent upon business needs.

b. Options Available to Supervisor

-- The majority of supervisors (69%) reported that they had options as to which jobs were given to students, based on:

- Student talent and initiative (34%)
- Business needs (28%)
- Sex of student worker (6%)

-- Remaining supervisors (31%) indicated that they had no options because of:

- No other available jobs (25%)
- Lack of training (6%)

2. Supervisory Framework

   a. Most respondents (81%) generally described the supervision of student workers as informal, incorporating such elements as:

      -- Flexibility

      -- Responsiveness to needs

      -- Paternalism

      -- Personal interest

   b. The remaining respondents (19%) said that they used "formal" supervision, including:

      -- Constant supervision

      -- Keeping formal performance records

   c. Consonant with the formal/informal division of supervision, 19% reported that students required more supervision than regular workers.

3. Performance Measurement

   a. Consistent with training and supervision practices, a large majority of supervisors indicated that they relied on informal performance review and feedback.

      Also consistent with supervision and training procedures, 19% reported that performance review was "formal."

b. Performance was measured according to the following criteria:

-- Good work (productivity, efficiency) (59%)

-- Attitude (motivation, pride, ambition responsibility, etc.) (34%)

-- Neatness, appearance (16%)

G. Management Introduction

1. Preparation for Using Student Workers

Although a few supervisors (12%) indicated that they had received formal company training for using student workers, the majority (88%) had received no special preparation.

2. Advice for Other Potential Student Supervisors

Consistent with their descriptions of supervisory behavior, respondents indicated that they would advise potential supervisors to be paternalistic toward student workers. They suggested the following means:

a. Fair and honest treatment (31%)

b. Tolerance and patience (25%)

c. Supportiveness (9%)

d. Understanding of student needs (9%)

e. Working extra time with students (6%)

f. Being demanding (6%)

III. Past Program Participants (4-6 year graduates)

A. Satisfaction with Present Position

1. The majority of graduates (81%) indicated satisfaction with their present jobs.
2. In fact, a very small minority (19%) reported that they were not satisfied with their present positions.

B. Expectations of High School

1. No predominant opinion emerged for expectations of high school. A number of graduates (29%) indicated that they had desired a well-rounded education as a result of attending high school.
2. A number of graduates (25%) stated that they had simply wanted the diploma offered by high school.
3. A slightly smaller group (23%) described their expectations of high school as having been nonspecific.
4. Only a few students (13%) actually stated that they had expected some preparation for business.
5. An equal number (13%) reported that they had simply wanted to "get out."

C. Career Desires and Plans

1. Nearly half of the graduates (48%) reported that they had specific career plans that differed from their present jobs.

2. A large number (39%), however, indicated that they planned to continue along their present career paths.
3. A few graduates (16%) indicated that they planned to continue their college education.
4. And a small number (10%) still had no specific career plans.

D. Difference between Present Plans and Those Held in High School
1. Virtually half (48%) of the graduates indicated that their career plans were more clearly defined because of their experiences, both in life and on the job, since high school.
2. A significant number (26%) reported that their career plans were unchanged.
3. And a small number (16%) suggested that their goals and plans had changed as they matured.

E. Effect of Work Experience on Career
1. A vast majority of the respondents (74%) attributed their first work experience to the work-experience program. Among these, 45% indicated that this provided exposure to a variety of jobs, and 29% suggested that it provided the initial exposure to their present career.
2. In addition, 16% of the graduates credited work experience with teaching them how to relate and deal with other people.

3. Only a small minority (13%) saw no effect of work experience.

F. Suggestions for Work-Experience Program Improvement

1. More active job matching (23%) and job placement (6%) on the part of the program coordinator were seen as potential improvements.
2. Similarly, a number of graduates (13%) would like to see the provision of greater exposure to opportunities and careers through the work-experience program.
3. A number of graduates saw the need for a school work-experience counselor (26%); another group (19%) saw no need for change.
4. A small group of graduates (10%) suggested more specific skill training in high school.

IV. Comparisons

A. Paternalistic supervision

The most striking comparison between student and supervisor opinions is the perception shared by a predominance of both groups that supervisors should be and are paternalistic toward student workers.

B. Interpersonal skills

There is some support among graduates and supervisors for the high value placed by students upon socialization and the development of interpersonal skills in the program.

C. Maturation

There appears to be a consensus among all three populations that the work-experience program provides a valuable contribution to the maturation process of the participants.

D. Experience

Similarly, there seems to be agreement among the three groups studied that the work-experience program provides valuable work and general life experience that will be utilized in later years.

E. Career expectations

In a like vein, the three populations under study are in general agreement that the work-experience program plays an active role in the career education of the high school student participants.

F. Income

Students and employers alike reiterate that the income provided through work experience is highly beneficial to many of the program participants, both in fostering independence and in helping to make a college education an attainable goal.

Newark High Schools

Newark, Delaware

I. Program Participants

A. Student Perceptions of Work Situations

1. Perceived Positive Attributes of the Job

a. The vast majority of students (90%) indicated that socialization was the most positive part of the job. Among students mentioning socialization, responses were divided according to social object:

-- Coworkers (54%)

-- Customers (36%)

b. The next most frequently perceived positive attribute (38%) was having a good supervisor.

c. Pay was mentioned as a positive attribute of the job by nearly one-third (32%) of the Newark participants.

d. Some 24% of the students indicated that the absence of pressure and ease of duties made their jobs appealing, while an equal number placed a high value on the business experience gained in the job.

e. Finally, 13% of the student participants viewed the variety of tasks as a positive job attribute, and an additional 13% perceived that their jobs engendered feelings of responsibility.

2. Perceived Negative Attributes of the Job

a. Organizational climate including "poor supervision, perceptions of an inferior situation, and internal politics" were most commonly mentioned (46%) as negative facets of the job.

b. Specific aspects of job content such as mopping, routine and boring work, and filing, were perceived as negative aspects of the job by 43% of the students.

c. Of lesser concern, poor working conditions and equipment were cited as negative by 14% of the respondents.

B. Rewards and Compensation

1. Performance Indicators

a. The predominant performance indicators reported by Newark students (50%) were their own perceptions of "doing a good job."

b. This was followed by feedback from other sources as reported by 30%. This feedback stemmed from:

-- Customer comments (17%)

-- Formal evaluation by supervisor (13%)

c. In addition, financial rewards in the form of raises, bonuses, and tips were mentioned as an indication of performance by 22% of the students.

2. Satisfaction with Pay

A large majority of the students (76%) indicated that their pay was satisfactory. Of the remaining students, 21% suggested

that they were dissatisfied with the compensation they received.

3. Experiential Values of the Work Experience

   a. Career education was cited as an important derivative of the work experience by a vast majority (70%) of the students.

   b. Following this, 50% of the student respondents reported perceptions that the job experience had contributed to their personal growth, including the development of such qualities as responsibility, confidence, maturity, independence, etc.

   c. The other major experiential value reportedly resulting from work was an enhancement of interpersonal skills (63%), including the improved ability to deal with other people, largely customers, (30%), and to develop interpersonal relationships, with the student's boss, coworkers, and others (33%).

Here, as in the Tarrytown population, the growth of interpersonal relationships (socialization) was most frequently mentioned as a positive job attribute and was also perceived as a major experiential factor of work.

C. Orientation, Training and Supervision

1. Orientation

The majority of students (68%) reported that they were given

no orientation to either the job or workplace. Varying degrees of orientation were described by the remaining students. This orientation ranged from informal orientation (25%) to a formal program (10%).

2. Training

a. Beneficial Aspects of Training

-- A thorough explanation and demonstration of the job was cited as the single most helpful aspect of training (24%).

-- On a combined basis, reports of student perceptions of nurturant and supportive behavior on the part of the trainer constituted the most frequently mentioned training benefit (46%). This paternal or nurturant element combined a number of perceived trainer/supervisor behaviors, including:

- Supportiveness
- Patience
- Feedback

In addition, 13% suggested that help from coworkers was the most beneficial aspect of the training process.

b. Training Weaknesses

-- The majority of students (62%) cited inadequate time and comprehensiveness as the outstanding deficiencies of their training experiences.

-- The remaining students (32%) reported perceiving no shortcomings in their training experiences.

3. Supervision

a. Beneficial Aspects of Supervision

-- The single outstanding supervisory characteristic perceived was reported as willingness to teach or instructiveness (87%).

-- Paternalism, or nurturance, was cited as a class of supervisory behaviors which included such characteristics as taking a personal interest (54%), being supportive (29%), and being fair or equitable (11%).

-- Flexibility was perceived as a beneficial supervisory attribute by 57% of the students.

-- Finally, 21% of the students reported that the efficiency which they perceived in supervisors was a beneficial aspect of their work experience.

b. Weaknesses of Supervision

-- Many students (44%) indicated that there was no weakness in their supervision.

-- Beyond this, a number of supervisory problems were reported as follows:

- Inadequate supervision (24%)
- Unfair or punitive supervision (22%)

- Uneven-tempered supervisor (13%)
- Not enough time allowed for study (11%)
- Supervisor too rigid (10%)
- No feedback (10%)

D. Relations with Coworkers

1. The majority of students reported that relations with co-workers were good and that they were treated well (60%); 32% perceived themselves to be treated as equals, and 27% perceived coworkers as helpful.

2. Another group of students (25%) suggested that they were expected to do less desirable tasks than those expected of regular employees (14%), and that they perceived their treatment as less than equal to that of the regulars (11%).

E. Varied Impacts of Work

1. Impact of Work on School

   a. A majority of the students (52%) indicated that their school work had not undergone any visible change as a result of working.

   b. A large number (38%), however, reported that working had had a detrimental effect on their school performance.

   c. A small number (10%) suggested that they were uncertain as to the effect of working on school work.

2. Impact of Work on Social Life

   a. The majority of students (51%) indicated that working had had a positive effect on their social lives because of the opportunity to socialize and meet new people at the workplace.

   b. In addition, a significant number (32%) reportedly felt that working had taken time away from their social lives.

   c. Lastly, 17% of the students cited increased financial flexibility derived from their jobs as a positive social effect.

3. Impact of Work on Relations with Adults

   a. The vast majority of students reported improved relations with adults as a result of working. The cited improvements came in a variety of areas, as follows:

      -- Perception that parents trust/appreciate the student more (56%)

      -- Student perceptions of improved ability in dealing with adults (40%)

      -- More positive student perception of adult situation (19%)

      -- Greater financial independence (14%)

F. Career Plans

1. Present Plans

a. Many of the students (49%) reported that they planned to continue their education beyond high school (32% college, 27% other school).

b. A significant number (27%) indicated that they remained undecided about their careers: an equal number of students (27%) cited specific career goals.

c. An additional 24% suggested that they plan to remain with their present job/employer/career path.

2. Effect of Work Experience on Career Plans

a. While many students (32%) suggested that the work experience had no effect on previously held career goals, an equivalent number indicated that this work experience had been instrumental in developing the confidence necessary to pursue career decisions.

b. Lastly, a similarly sized group (27%) suggested that the work experience had reinforced prior career goals.

II. Workplace Representatives

Unlike employer representatives in Tarrytown, those in Newark were, for the most part, aware of the work-experience program as a source of student-employees.

A. Perceived Values of Work Experience

1. Benefits of Work Experience to Company
   a. Over half of the students' supervisors (53%) reported that students filled a gap in their work force.
   b. Slightly more than a third (36%) of the employers indicated that they valued the student-employees as "good workers."
   c. Some 23% perceived the students as an inexpensive source of labor; an equal number (23%) viewed the students as a future employee resource.

2. Perceived Student Benefits of Work Experience
   a. Virtually all of the employers (100%) made comments to suggest that students benefited from the work-experience program in terms of career exploration and development.
   b. Furthermore, 75% indicated that they perceived student gains in such areas of personal growth as maturity, discipline, responsibility, independence, and work habits.
   c. Beyond that, 43% reported that they saw students as having an opportunity to develop and improve interpersonal and social skills.

d. A number (20%) also described the income opportunity provided through the work experience as a perceived student benefit.

e. Finally, a small number (17%) perceived that students benefited in the areas of general life experience through exposure to and experience in the world of work.

B. Perceived Shortcomings of a Work-Experience Program

1. Problematic Aspects of the Program

a. The majority of supervisors (60%) reported experiencing no difficulty in managing work-experience program participants.

b. A significant minority (37%), however, indicated having difficulty with student attitudes, particularly where supervisors perceived that students were not "serious" about the job.

c. A number (20%) also cited difficulty in their relations with the school. This resulted in the perception of poor program management on the part of the school.

d. In addition, a few employers (13%) stated that they had encountered structural difficulties in employing program participants, including minimum-wage and child-labor laws.

2. Impact of Student Employment on Supervisor's Job

While half of the responding supervisors reported having to devote more time to training, supervision, and scheduling of student-workers, the remaining 50% perceived that student employment did not result in any increased supervisory time or effort.

3. Impact of Student Employment on Full-Time Employees

a. Most employers (67%) reported that the employment of student-workers created no conflict with regular employees.

b. A significant number (20%) did perceive some intermittent problems with full-time employees, such as interpersonal difficulties (personality clashes) and fear of job loss.

C. Comparison of Student-Employees and Regular Employees

1. The majority of supervisors (60%) compared student-workers favorably with regular employees. They reported seeing students as equal or better in enthusiasm, performance, motivation, and energy, and as generally less competitive.

2. The remainder (40%) viewed students less favorably than regulars, suggesting that they lacked motivation, skill, drive, and maturity when compared to full-time employees.

3. In addition, 23% suggested that performance, attitudes, and motivation varied among individual student-workers.

D. Student Entry Skills

1. Overall, student entry skills were evaluated as generally adequate by half of the supervisors. Yet among these, 13% indicated that some training was required.

2. While 20% responded that the job necessitated few entry skills, the remaining 30% reported that these student-employees were less than adequate in entry skills and required extensive training.

E. Compensation for Skill Deficiencies

1. Although the preceding figures have suggested that students are generally adequate in entry skills, most employers (90%) suggested that students required some training in specific job skill areas.

   a. Among this group of respondents, most (63%) described this training as informal explanation and demonstration of the job.

   b. The remaining employers (27%) reported having formal, structured training programs.

2. A number of employers indicated that, beyond training, it was sometimes necessary to alter student jobs (20%), and/or to be overly tolerant of student-workers (20%) in order to compensate for skill deficiencies.

F. Supervisor's Role

1. Use of Student-Workers

a. The majority of employers (67%) indicated that students were assigned a variety of responsibilities, usually dependent upon business needs.

An additional 23% reported that student assignments were determined by student experience, talent, and initiative.

b. Options Available to Supervisor

-- Most employers (60%) suggested that they had some degree of flexibility when assigning student-workers, based upon:

- Relative pay scales of positions (23%)
  (Lower-paid jobs usually go to students.)
- Student experience and initiative (23%)
- Amount of responsibility inherent in the job. (14%)

-- Remaining employers (40%) indicated that there was little or no flexibility in student job assignment due to:

- Lack of student training (27%)
- Limits of student schedules (10%)
- Confidentiality considerations (3%)

2. Supervisory Framework

a. The vast majority of respondents (80%) described supervision of student-workers as informal, combining such facets as:

-- Nurturance

-- Flexibility

-- Responsiveness

-- Taking a personal interest

b. The remainder (20%) were equally divided in describing supervision of student-employees as formal, with constant supervision and/or formal performance recording (10%), and on a par with that of regular employees (10%).

c. A majority (63%) indicated that students require more supervision than regulars.

3. Performance Measurement

a. Most supervisors (53%) described performance-review procedures as informal.

b. The balance (47%) reported having formal reporting procedures for the evaluation of student-worker performance.

c. Student-worker performance was reportedly measured on the basis of a variety of criteria, including:

-- Good work (productivity, efficiency) (73%)

-- Attitude (motivation, pride, ambition, responsibility, etc.) (63%)

-- Neatness, appearance (40%)

-- Attendance (30%)

G. Management Introduction

Advice for other Potential Student Supervisors

Consistent with their descriptions of supervisory behavior, respondents said that they would advise potential supervisors to be paternalistic toward student-employees in such areas as:

1. Supportiveness (50%)
2. Tolerance and patience (33%)
3. Devoting extra time and attention (10%)

III. Past Program Participants (4-6 year graduates)

A. Satisfaction with Present Position

1. The vast majority of five-year program graduates (83%) reported that on the whole they were satisfied with their present positions.
2. The remaining 17% indicated that they were not particularly satisfied with existing jobs.

B. Expectations of High School

1. Nearly half of the graduates (49%) indicated that they had expected the work-experience program to provide them with the basic foundations for a specific career, an additional 11% had expected to receive general business experience.
2. In addition, a significant number (34%) stated that they had had no specific expectations of the work-experience program.

C. Career Desires and Plans

1. Slightly more than one-third (34%) of the five-year graduates indicated that they planned to continue along their present career paths.
2. A similar-sized group (30%) reported that they planned to pursue additional education.
3. A small number of program graduates (11%) had no specific career goals at the time of the study; an equal number

(11%) planned to return to a former career or employer; and another equivalent group (11%) reportedly planned to postpone a career for family pursuits.

D. Difference between Present Plans and Those Held in High School

1. Experience both on the job and in life was perceived as making a major contribution to:
   -- More clearly defined career plans and goals for 32% of the graduates
   -- Greater concern for the future and growing ambition for an additional 32%
2. A small number (11%) had undefined career plans.

E. Effect of Work Experience on Career

1. Nearly half (45%) of the graduates stated that their initial exposure to the world of work had been provided by the work-experience program.
   Among these respondents 26% saw the program as their first general work experience; for the remainder (19%), it had served as an introduction to their present careers.
2. For a significant number (30%) of the program graduates, the experience reportedly had contributed to the development of socialization patterns, helping them to learn how to deal with and relate to other people.

3. A similar number (27%) claimed that the program had had virtually no effect on or was unrelated to their career pursuits.

4. In addition, 19% of the graduate respondents attributed initial development of business skills to the program.

F. Suggestions for Work-Experience Program Improvement

A number of potential program improvements were suggested by the graduates as follows:

1. Better job matching and job placement by program coordinators (26%)
2. More involvement of program counselors (26%)
3. Greater exposure to opportunities (21%)
4. More specific skill training in school (13%)
5. More feedback on job performance (11%)

IV. Comparisons

A. Interpersonal skills

There is a significant degree of agreement among the three populations under study about the role which the work-experience program can play in contributing to the development of interpersonal skills among the student-participants.

B. Initial exposure to work

The exposure provided to the world of work is one of the more highly valued attributes of the work-experience program as perceived by all three groups.

C. Career exploration

Similarly, there is a consensus among the three groups that the program permits participants to experiment with a variety of potential careers, an opportunity not readily available to the nonparticipant.

D. Maturation

The three aforementioned perceived attributes of the program, as well as other factors, appear to have contributed to the shared perception that the work-experience program can play an active role in fostering the maturation process of the participant.

E. Paternalism/Nurturance

Throughout the student and employer reports, there is a strongly

held opinion that paternalistic behavior on the part of the supervisor plays a vital role in the continuous educational experience of the work-experience program. It can be seen as permeating virtually all of the beneficial aspects of the program, including socialization, maturation, and career education.

APPENDIX A

DESCRIPTION OF WORK-EXPERIENCE PROGRAMS

APPENDIX A

Description of Work-Experience Programs

1. SLEEPY HOLLOW HIGH SCHOOL
NORTH TARRYTOWN, NEW YORK

Coordinator: Mr. Walter Lawrence

Sleepy Hollow High School is located in North Tarrytown, New York, and draws its student population from North Tarrytown and Tarrytown. It also serves as a feeder school for Pocantico Hills. It has some 1150 students in four grades, the ninth through the twelfth.

Approximately sixty of these students were involved in the work-experience program during the 1976-1977 scholastic year, working in jobs scattered throughout Tarrytown, North Tarrytown, Pleasantville, Ossining, Elmsford, Hartsdale, Scarsdale, and White Plains.

About 50 percent of the 1976 graduating class entered four-year colleges and about 20 percent entered two-year colleges. Comparable percentages of the Class of 1977 are similarly college-bound.

The work-experience program is loosely organized, having only two formal aspects: 1) the class schedule of work-experience students can be adjusted to fit the requirements of work schedules, and 2) four hundred hours of work are required for one-half credit. The coordinator, Mr. Lawrence, has indicated that this 400-hour requirement is "flexible."

All other aspects of the program are informal. There are no course requirements and no courses specifically tailored to or coordinated with the work-experience program. Jobs may be obtained either through the coordinator or by the individual students. In fact, it is a fairly common procedure for students to get jobs on their own after school and

then to apply for work-experience credit when they become aware of the availability of that option.

The only contact required of each employer by the coordinator is a report of total hours worked. Many employers, consequently, are unaware of the existence of a work-experience program as such. Supervision of the student-workers, then, is almost totally a function of policies established--or not established--by the employers.

Students in the program attend class mornings and are given afternoons off to work at their jobs. The majority of program participants work between the hours of 1:00 p.m. and 7:00 p.m. A small number, however, working in restaurants, dinner theaters, and the like, are employed primarily during the evening hours.

Employers currently involved with the Sleepy Hollow work-experience program range from large multinational corporations to small local merchants and services. (A full list of employers and the kinds of jobs they provide for students follows in Appendix C). As might be expected in a small community, a large number of the students in North Tarrytown are employed in supermarkets and fast-food establishments.

Although many students start at the minimum wage ($2.60), most presently average in the $3.00 to $4.00 range, with many exceeding this. The lowest hourly wage encountered was $2.25, with the highest being $7.00.

In summary, the work-experience program is a loosely organized one whose various components mesh more as the result of chance and of the natural occurrence of events than of strict planning.

2. NEWARK HIGH SCHOOLS
NEWARK, DELAWARE

Coordinator: Dr. Primo Toccafondi

Curriculum Organization

The programs studied for this report include three distinct course titles: Distributive Education (DE), Diversified Occupations (DO), and Office Occupations (OO). All three courses are offered at two of the high schools in the school district, while the third and newest high school offers DE and OO. The administration of the programs is essentially similar from school to school, with some variations such as in the manner of grading. All the programs have been in operation in the district between five and ten years.

The basic curriculum outlines for these courses are disseminated by national organizations such as the Distributive Education Clubs of America for the DE class, and the Vocational Interest Clubs of America for the DO class. The DE class focuses on teaching sales and marketing skills, while the DO class focuses on career exploration and teaching general job skills. As the name implies, the DO class includes students with such diverse job interests that a highly specific curriculum would not be possible. The OO class, of course, teaches primarily clerical and secretarial skills. Money for all three programs comes from general school district budgeting and from the Vocational Education Division of the Delaware State Department of Education.

Each of the three courses consists of a two- to three-year classroom sequence, plus a year or two of paid outside job experience. It is this experience that is the focus of this report. The job experience is usually limited to senior year, but if enough jobs are available, or if students find their own jobs, credit can be given during the junior year as well.

Credit is given separately for classroom work and job performance on an A-B-C scale. One school credit is given for ten hours of work per week during the school year, and two credits for twenty hours. The maximum number of credits that may be earned for work experience per year is two, but no limitation is placed by the school on the number of hours the student may actually work. The work-experience teachers usually encourage the students to work more than the minimum number of hours. Most students do work more than the minimum; some even work forty hours a week or more. Since the work experience is a regular part of the curriculum, there are no academic standing rules for participation as there might be for athletics or extra curriculum activities.

The Students and Their Jobs

As of May 1977, there were about 150 work-experience students in the district holding jobs. In most cases the student's schedule includes each morning at school and some combination of afternoon, evening, and weekend work hours. In the case of seniors needing only a few credits to graduate, they may be at school for only one or two classes per day.

The type of jobs held by students naturally varies, and a given student may hold two or more jobs successively during a given academic year. The only requirement is that, in order to receive school credit for the jobs, they must be approved by the student's program coordinator. If jobs are broken down by class, it is found that OO students usually have office jobs; DE students usually have sales, stock, warehouse, or restaurant jobs; and DO students may have jobs in any of these categories as well as in skilled trades, gas stations, and general maintenance.

The employers range from single proprietorships, such as a clothing store or a travel agent, to local chain stores and major national corporations, such as DuPont and Sears Roebuck. It appears that somewhat more students are employed by local than by national organizations. A third major category of employer includes the school district, the nearby University of Delaware, and offices of local government. About as many students work in this category as in any one of the others. (A full list of employers and the types of jobs filled by students appears in Appendix C.)

Employers can further be classified into those who make a continued practice of hiring work-experience students and those who do not. The first category includes, of course, the school district itself and a few other organizations, both large and small. The second category, which is probably as large as the first, includes those organizations that usually use part-time or student help without distinguishing those who are work-experience students from other employees and also those employers who occasionally hire a work-experience student because of a particular non-recurring need or because of a special relationship with the student, the teacher, or a member of the student's family.

The Teacher's Role

The schedule of the teachers,or coordinators as they are called, resembles that of the students themselves. They spend the morning in school and, during the afternoons, make contacts with employers, both to arrange new jobs and to evaluate the performance of students already on jobs. The majority of jobs held by students in the work-experience program are the result of teacher initiative. There is a significant fraction of students who have found their own jobs, in some cases even before enrolling in the work-experience program, and there are also those regular employers who call the school whenever they have openings. However, the number of jobs available through these two channels is never enough to fill the need. The teachers must, therefore, engage in continuing placement activities, trying to accumulate a dependable list of employers who can be called on to place the members of their class each term.

Employer Involvement in the Program

In the process of placement, the teachers are assisted by the Community Advisory Council, which is composed of present and past employers of work-experience students. This council also serves the more general function of being a bridge between the school and the business community. Attempts to maintain good relations with the business community are also furthered by giving to each employer who hires work-experience students a certificate of appreciation for each year of participation in the program. Annual banquets are held by each class at which the teachers, students, and employers in a particular program gather in order to distribute these certificates of

appreciation and to give awards to the students. Beyond these activities, employers of work-experience students receive some potentially beneficial publicity through stories in the local press and school district publications, such as the periodic newsletter.

Job Requirements and Evaluation Procedures

In the process of placing students in jobs, it is up to each teacher to explain to the potential employer the purpose of the work-experience program and its requirements. These require the employer to:

1. Allow a student to work the necessary number of hours to earn school credit;
2. Arrange the student's work schedule to permit continuing attendance at school;
3. Provide the teacher with periodic evaluation of the student's work performance;
4. Provide the student with some opportunity to learn about the business in addition to performing routine duties.

Of these criteria, the last is probably the most difficult to attain, because it would be impossible to have enough jobs to go around if all employers who were reluctant to teach students about their business were eliminated.

In the process of hiring, it is the usual practice for a teacher to send an employer two or more qualified students for a particular opening. The final decision on who shall fill the job is then made by the employer. This practice does vary somewhat; some teachers, because of a close rela-

tionship with a particular employer, are more able to effectively prescreen students than others.

The evaluation of work-experience students is made through a written job-performance questionnaire which is sent or given personally by the teacher to the employer four times a year, corresponding to the four marking periods. The principal items measured are:

- Attendance at work
- Punctuality
- Appearance
- Attitude toward work
- Attitude toward customers and fellow employees

The care with which this evaluation is carried out and the closeness with which each student is observed at work by the teacher varies among teachers and depends largely on how many students each is supervising. This is usually from ten to thirty at a time. Activities that may vary from teacher to teacher include regularity of visiting employers, amount of personal feedback about job performance given to students, discussion of job-related problems during class time, and amount of intervention with employers concerning on-the-job problems. The standard and required procedure for all teachers is to assign the work-experience grade during each marking period based on employer evaluations and whatever other information the teacher has obtained. Most students receive a grade of A or B for adequate performance; C or below usually indicates inadequate performance; and an F is rare.

It must be kept in mind that the grading of students is at all times the prerogative of the teacher, while all other decisions pertaining to the student's job are the prerogative of the employer. These decisions include

those on hiring and firing, rate of pay, pay raises, promotions, and assignment of specific duties. Concerning these matters, teachers who feel that a particular need of a student is not being met, can only recommend or attempt to persuade an employer. On this final point, students are not encouraged to ask the teacher to help with their problems, but rather are expected to learn to adjust to working as self-reliant adults.

APPENDIX B

JOB PROFILE

APPENDIX B

Job Profile

1. SLEEPY HOLLOW HIGH SCHOOL
NORTH TARRYTOWN, NEW YORK

EMPLOYER	STUDENT JOB/DUTIES
Westchester County Savings Bank	Loan clerk (post-loan payments, teller customer services)
Ice Cream Villa	Retail sales (serving, cleaning, and ice cream preparation)
An Evening Dinner Theatre	Head waiter (supervises dining staff)
Comar Construction	Assistant laborer (has varied duties)
Tappan Hill Restaurant	Head valet (supervises valets)
Cash Tobacco	Handyman (stock, sales, cleaning)
McDonalds	Counter person (cashier, cook, cleaning)
Phelps Memorial Hospital	Tray girl (serves patients)
Olters Bakery	Cleaning and delivery
Romano Construction	Odd jobs, errands, etc.
Baskin-Robbins	Retail sales (serving and cleaning)
Sleepy Hollow High School	Maintenance assistant (cleaning)
G. Monk Roofing	Assistant roofing mechanic (helps roofers)
Kentucky Fried Chicken	Counter person (food preparation and sales)
Union Carbide	Bookkeeper (handles accounts payable)
Tarry Crest Country Club	Waitress
Mary Mount College Day Care Center	Teacher's helper
Blaike, Miller and Hines (food service)	Dishwasher (cleaning)
Howlands Warehouse	Stock boy Clerk (filing)
C-Town (supermarket)	Cashier

EMPLOYER	STUDENT JOB/DUTIES
Finast (supermarket)	Cashier
Collins Service (industrial cleaning)	Stock boy
Private individual	Tutor (helps third-grader with reading and spelling)
IBM	Clerk trainee (secretarial duties) Tape librarian (files and distributes computer tapes)
Sleepy Hollow Restaurant	Waitress
Hilton Inn	Bellman
Miller, Proctor and Mipolas (industrial boiler sales)	Secretary
Metalized Carbon	Mechanic's assistant (mechanical work and cleaning)
Gristedes (supermarket)	Cashier Delivery and stock boy
Appleby's Restaurant	Assistant cook (food preparation and cleaning
The Medicine Shoppe (pharmacy)	Counter sales and bookkeeper
Daily News	Assistant district supervisor (supervises wholesale delivery)
Allied Cleaning (industrial)	Cleaner (office cleaning)
Master's Department Store	Cashier
National Cleaning Service (industrial)	Cleaner (office cleaning)
Prudential Cleaning Service (industrial)	Cleaner (cleans sewing school)
Dimensions in Fashion (women's clothing store)	Sales clerk
Sumeth Exterminators	Receptionist and file clerk
Tarrytown Photo Center	Sales clerk (sales and some portrait work)

2. NEWARK HIGH SCHOOLS
NEWARK, DELAWARE

EMPLOYER	STUDENT JOB/DUTIES
Newark CETA	Administrative aide (does secretarial work, answers phone, files)
Newark School District	Secretarial assistant (files, collects data, answers phones)
Newark School District	Clerk-typist
Newark High School	Clerk-typist
Newark School District	Secretarial/clerical/receptionist
Newark School District	Clerk-typist
Newark School District	Print machine operator
Newark School District	Secretarial/clerical
Newark School District	Secretarial aide
City of Newark (management)	Clerk-typist
Delaware Technical College (Stanton)	Secretary
University of Delaware	Printer (runs duplicating machine, quick-copy section)
University of Delaware	Clerk-typist
Delaware Technical and Community College	Clerk-typist (answers phone)
New Castle County Police Dept.	Clerk-typist (delivers mail, does odd jobs)
University of Delaware-Clayton Hall	Clerk-typist (runs Xerox machine, sells over the counter)
University of Delaware-Clayton Hall	Clerk-typist (checks coats, sells candy over the counter)
University of Delaware-Conference Center	Clerk-typist (serves food at conferences, handles mail)
Mutual of Omaha	Receptionist/clerk-typist
Hardees	Cashier (cleans dining area, dishes; stocks shelves; cooks)

EMPLOYER	STUDENT JOB/DUTIES
McDonald's	Cashier
Stuart Pharmaceutical	Clerk (does odd jobs)
National Five & Ten	Salesperson (sells, takes inventory, stocks shelves)
National Five & Ten	Salesperson (prices, stocks, sells)
Woolco Department Store	Salesperson (prices, sells, acts as cashier)
Sears Central Service	Telephone sales representative (sells maintenance-agreement service for appliances)
Sears Warehouse	Distributor (gets clothes ready for shipment, takes inventory)
Sears Warehouse	Warehouse worker (assists in distribution of clothes to stores, packages, and labels)
Sears Warehouse	Loader and shipper of clothing
Sears Fashion Center Warehouse	Shipper (loads and labels boxes)
Sears Warehouse	Merchandise clerk (writes up charges coming from data, puts out samples for shipping)
Sears Sporting Goods Department	Salesperson (sales and stock)
Sears Building Department	Demonstrates and sells storm windows, awnings, etc. Makes appointments for home visits.
Sears jewelry, girls' clothing and hosiery departments	Stock and sales clerk
Sears	Catalog salesperson (takes phone orders)
Jack Eckerd's Drug Store (warehouse)	Warehouse worker (loads and unloads trucks, divides goods to be shipped to 23 stores; helps drivers deliver during peak season)

EMPLOYER	STUDENT JOB/DUTIES
Nelson's Deli	Deli worker (stocks shelves, slices meats, cash register, makes sandwiches)
Happy Harry's Drug Store	Cashier and salesperson
Alderman's Datsun	Car detailer (vacuums and cleans cars, drives them into showroom)
Godwyn Enterprises (gas station)	Mechanic (does tune-ups, brake repairs)
Rockower Bros. Mens Wear	Salesperson (prices, sells, cleans shelves)
Fabric Store	Cleaner (sweeps, empties trash, paints)
Pappy's Pizza	Cook
Creative Marble Co.	Finisher (drills holes in molds, sands, buffs and waxes, boxes, labels, and delivers)
Delaware Technical Engineering Co.	Clerk-typist (makes up and distributes job orders, answers phone)
Du Mar Printers	Secretary (acts as receptionist, files)
Charlie B. Travels	Travel consultant (makes car, hotel, airline reservations; types; files; answers phone;
Joseph O'Donnel Inc.	Bookkeeping (types, files)
Hal Tex Travel (gas station)	Gas pumper (cleans bathrooms; sweeps; empties trash; checks oil, batteries, belts)
Joe Barker of Greatglas	Apprentice glass blower (puts seals on ampules, cleans up, sets up)
Delaware Turnpike Exxon	Shift manager (reads pump meters at beginning and end of shift, makes sure money collected equals amounts on pumps, pumps gas, runs patrols on turnpike to look for breakdowns)
Arco-Atlantic Richfield	Gas attendant (pumps gas, checks oil and water)

EMPLOYER	STUDENT JOB/DUTIES
North American Training Academy	Assistant bookkeeper (assists with paychecks and cash receipts; does filing, dictation, typing)
International Reading Association	Stock clerk (gathers mail and brings it to the post office, brings books to mail room, unloads books from trucks, packs orders)
International Reading Association	File Clerk (files subscription renewals, packs book orders)
International Reading Association	Secretary (types, fills orders, answers phone)
Glah Brothers	Sales person (writes up rentals and sales, files)
Steak and Pizza Shop	Salesperson (acts as cashier, cooks, cleans)
Quality Drugs	Salesperson (acts as cashier, re-writes prescriptions, prices and stocks counter, cleans shelves)
McDonald's	Counter girl (waits on customers, cleans dining area)
Dart Corporations West Knoll	"Mr. Fixit" (does maintenance for apartments)
Sears Fashion Distribution Center	Packer (sorts and packs clothes for stores)
Quality Drugs	Cashier (stocks shelves, cleans, prices)

APPENDIX C

SURVEY QUESTIONS AND BACKGROUND INFORMATION

1. SURVEY OF PROGRAM PARTICIPANTS (Students)

Section A - Job description

*1. What kind of a job do you have now?

Section B - Attitudes toward work

1. What do you like most about your job?
2. What do you like least about your job?

Section C - Rewards and compensation

1. How do you know when you're doing a good job?
2. How do you feel about your pay?
3. What are you getting out of the experience?

Section D - Orientation, training, and supervision

*1. When you first started, how did you learn to do the job? Who showed you what to do?
2. Other than learning the job itself, what kind of orientation did you get? Who was in charge of that aspect?
3. How good a job did they do in breaking you in?
   a. What did they do that was really helpful? b. What else could they have done that would have helped?
*4. Who's the boss that you have now?
5. How good a boss is he/she?
   a. What does he/she do that's helpful? b. What else could he/she do that would help you?

Section E - Coworker relations

*1. Are there any full-time regular (nonstudent) employees who work with you? (If yes, go on to part 2.)
2. How do they treat you?

Section F - Impact of work-experience program

1. How has this program affected your school work and grades?
2. How has this program affected your social life?
3. How has the program affected the way you get along with your parents and adults generally?

Section G - Career plans

1. What do you want to do after you graduate from high school?
2. How has the school/work program affected your career plans?

*Either there were no responses to these questions or the responses were statistically insignificant.

2. SURVEY OF WORKPLACE REPRESENTATIVES (Employers-Supervisors)

Section A - Background

*1. Please describe the student work-experience program with which you are involved.
   *a. How many student-workers do you supervise?
   *b. How long have you been involved?
   *c. Approximately how many students have you supervised during that time?

*2. What values do you see in the program?
   *a. How does it benefit the company?
   *b. How does it benefit the student-workers?

3. What don't you like about the program?
   a. Does it, in any way, make your job more difficult? (If yes, explain.)
   b. Does it create any problems for/with the full-time employees? (If yes, explain.)

4. How do the student-workers compare with the regular workers?
   (Probe attitude, motivation, performance, etc.)

5. How would you describe the student-workers in terms of entry skills?

6. What do you do to compensate for skill deficiencies?

Section B - Supervisor role

1. How do you make use of student-workers?
   a. For which jobs do you use them?
   b. What kinds of options do you have?

2. Please describe the supervision of student-workers.
   *a. Do you supervise them yourself or do you delegate their supervision to your subordinates? (Please elaborate.)
   b. What special supervisory needs do the student-workers have, if any?

3. How do you measure student-worker on-job performance?

Section C - Management Introduction

1. What special preparation, if any, did you receive for using student-workers?
*2. How could this preparation have been different to help you more than it did
3. What advice would you give to others who were going to supervise students in a similar program?

*Either there were no responses to these questions or the responses were statistically insignificant.

3. SURVEY OF PAST PROGRAM PARTICIPANTS (4-6 year graduates)

Section A - Background

*1. How long have you been out of high school?

*2. Please describe your present job.

*3. Please describe any other jobs you have held since high school.

4. How would you describe your satisfaction with the job you presently have?

Section B - Career desires and plans

1. What did you want to get out of high school?

2. What are your career desires and plans now?

3. How and why do your present desires and plans differ from those you had in high school?

4. What effect did the school/work program have on your career?

5. How might the program have been of greater value to you?

*Either there were no responses to these questions or the responses were statistically insignificant.

4. BACKGROUND INFORMATION

1. Student: Name_____ Birth date_____ School year__

2. Employer_____ Course title_____

   /___/ Union /___/ Nonunion

3. Type of business_____

4. Job title_____

5. Description of duties_____

   _____

6. Date of employment_____

7. a. School schedule _____

   b. Work schedule _____

8. School attendance record within the present time span:

   While working: Number of days absent _____

   Number of days late _____

   Prior to work: Number of days absent _____
   (one year)

   Number of days late _____

9. Academic average: Prior to work _____
   (one year)

   While working _____

10. Performance on the job _____

    _____

APPENDIX D

TABULATION OF SURVEY RESULTS*

*Unless otherwise noted, percentages reported throughout the tabulation of survey results represent multiple responses. As a result, percentage figures rarely equal 100 percent.

PROGRAM PARTICIPANTS (STUDENTS)

A. STUDENT PERCEPTIONS OF THE WORK SITUATION

1. Perceived Positive Attributes of the Job

Question B1 - What do you like most about your job?

	TARRYTOWN		NEWARK	
	TOTAL*	%	TOTAL	%
Pay/Benefits	14	23	20	32
Low pressure/Ease	5	8	15	24
Socialization with				
a. Customers	13	21	23	36
b. Coworkers	24	39	34	54
Good supervisors, boss	5	8	24	38
Business experience	6	10	15	24
Reinforcement/Feedback				
Helping customers				
Variety of tasks	3	5	8	13
Feeling of responsibility	6	10	8	13
Outdoor work				
Schedule	1	2		
Information, or learning	6	10		
Opportunity to work independently	1	2	4	6

*The total number of students responding to the survey were 61 in Tarrytown and 63 in Newark

2. Perceived Negative Attributes of the Job

Question B2 - What do you like least about the job?

	TARRYTOWN		NEWARK	
	TOTAL	%	TOTAL	%
Job Content				
Boring tasks, filing, paperwork, routine dirty work, cleaning, physical labor, difficult work.	24	39	27	43
Supervision/Organizational Climate				
Uneven-tempered supervisor, political fights, perceptions of an inferior situation, lack of cooperation from subordinates, tension.	24	39	29	46
Nothing	5	8		
Work in general	4	7		
Catering to customers and customer relations	10	16	6	10
Pay	2	3	4	6
Poor equipment and physical conditions of work	1	2	9	14
Supervising and ordering friends	1	2		
Physical labor	3	5		
Interference with social life	4	7		
Expense of driving to work	1	2		
Catering to manager	8	13		
Frustration (teaching third graders)	1	2		
Tough hours	1	2	5	8

B. REWARDS AND COMPENSATION

1. Performance Indicators

Question C1 - How do you know when you're doing a good job?

	TARRYTOWN		NEWARK	
	TOTAL	%	TOTAL	%
Feedback	48	79		
Supervisor feedback	34	56		
Customer feedback	9	15	11	17
Coworker feedback	5	8		
Formal evaluation by supervisor	6	10	8	13
Own perceptions of "doing a good job"	22	36	31	50
Absence of negative feedback	8	13		
Financial rewards	12	20	14	22
Raises	7	12	5	8
Bonuses and tips	5	8	9	14
Given unique tasks because of good work	1	2		
Smooth-running operation	1	2		
Perceived room for advancement	1	2		
Special treatment and time off	1	2		
Offered another job	1	2		
None	1	2		

2. Satisfaction with Pay

Question C2 - How do you feel about your pay?

	TARRYTOWN		NEWARK	
	TOTAL	%	TOTAL	%
Positive	48	79		
Great	6	10		
Good	24	39		
Satisfied/Okay	18	30	48	76
Negative/dissatisfied	13	21	13	21
Not sure			2	3

3. Experiential Values of Work-Experience Employment

Question C3 - What are you getting out of the experience?

	TARRYTOWN		NEWARK	
	TOTAL	%	TOTAL	%
Personal Growth				
Maturity, confidence, responsibility, independence, good experience, self-discipline.	43	70	31	50
Career Education				
Job skills, a trade, exposure to business atmosphere, managerial skills, knowledge about running a business.	22	36	44	70
Enhancement of Interpersonal Skills	34	56	40	63
Improved ability to deal with other people (customers)	19	31	19	30
Development of interpersonal relationships (boss, coworkers, others)	15	25	21	33

C. ORIENTATION, TRAINING, AND SUPERVISION

1. Orientation

Question E2 - Other than learning the job itself what kind of orientation did you get?

	TARRYTOWN		NEWARK	
	TOTAL	%	TOTAL	%
NO ORIENTATION				
Orientation not relevant, not applicable; introductions to coworkers.	38	62	43	68
FORMAL ORIENTATION				
Company orientation, departmental orientation.	12	20	6	10
INFORMAL ORIENTATION				
Orientation by coworker, supervisor	8	13	16	25
Booklet about job or company	7	11		

2. Training

a. Beneficial Aspects of Training

Question D3a - What did they do in breaking you in that was really helpful?

	TARRYTOWN		NEWARK	
	TOTAL	%	TOTAL	%
Paternalistic, nurturant training	47	77	29	46
Patient	14	23		
Supportive	14	23		
Corrects mistakes	10	16		
Answers all questions	9	15		
Full explanation and demonstration	16	26	15	24
Other helpful aspects of training	14	23		
Help from coworkers	7	11	8	13
Training on special equipment (cash registers, mag cards, etc.)	5	8		
Orientation to policies, customer relations	1	2		
Outline of responsibilities	1	2		
Nothing in particular	10	16		
No answer	3	5		

b. Training Weaknesses

Question D3b - What else could they have done in breaking you in that would have helped?

	TARRYTOWN		NEWARK	
	TOTAL	%	TOTAL	%
No weaknesses	33	54	20	32
Inadequate time and thoroughness (coworkers not always available, training not individualized enough, no specific trainer, poorly organized)	19	31	39	62
No answer	2	3	3	6

3. Supervision

a. Beneficial Aspects of Supervision

Question D5a - What does your boss do that is helpful?

	TARRYTOWN		NEWARK	
	TOTAL	%	TOTAL	%
Takes personal interest	15	25	34	54
Is instructive, teaches	11	18	55	87
Nothing	9	15		
Is supportive	8	13	18	29
Is responsive to questions	6	10		
Is patient	6	10		
Corrects mistakes	6	10		
Offers encouragement	4	7		
Is flexible	4	7	36	57
Is fair/equitable	4	7	7	11
Yields responsibility willingly	3	5		
Is efficient	1	2	13	21

b. Weaknesses of Supervision

Question D5b - What else could your boss do that would help you? (What other weaknesses do you see in supervision?)

	TARTYTOWN		NEWARK	
	TOTAL	%	TOTAL	%
Nothing specific/Nothing	31	51	28	44
Inadequate supervision	3	5	15	24
Could be more flexible	3	5	6	10
Supervisor uneven-tempered	3	5	8	13
Supervisor could be more organized	2	3	1	2
No back-up provided	2	3		
Could have provided more variety	2	3	1	2
Unfair (punitive)	1	2	14	22
Not enough time given for study	1	2	7	11
Expected to work on days off	1	2		
Sometimes bothersome	1	2		
No feedback, not responsive to questions	1	2	6	10

D. RELATIONS WITH COWORKERS

Question E2 - How do your coworkers treat you?

	TARRYTOWN		NEWARK	
	TOTAL	%	TOTAL	%
Positive				
Treated as equal	47	77	20	32
Coworkers helpful	2	3	17	27
Treated well	2	3	38	60
Treated as part of "one big family"	1	2	18	29
Negative				
Treated as less than equal	1	2	7	11
Asked to do things not asked of regulars	3	5	9	14
Treatment varies with different personalities	1	2	7	11
No other employees	3	5		
No full-time coworkers	1	2		
No answer	1	2		

E. VARIED IMPACTS OF WORK

1. Impact of Work on School

Question F1 - How has this program affected your school work and grades?

	TARRYTOWN		NEWARK	
	TOTAL	%	TOTAL	%
None/Remain same	27	44	33	52
Detrimental (takes time from school work)	22	36	24	38
Improvement	12	20		
Uncertain	1	2	6	10

2. Impact of Work on Social Life

Question F2 - How has this program affected your social life?

	TARRYTOWN		NEWARK	
	TOTAL	%	TOTAL	%
No effect	30	49	3	5
Positive				
Meet new people at job	8	13	32	51
Forced to better schedule social activities	4	7		
Money available for more social activity	9	15	11	17
Better understanding of others	2	3		
Have more confidence now	1	2		
Negative				
Takes time away from social life	16	26	20	32
More tired			5	8

3. Impact of Work on Relations with Adults

Question F3 - How has the program affected the way you get along with your parents and adults generally?

	TARRYTOWN		NEWARK	
	TOTAL	%	TOTAL	%
Positive				
Perception that parents trust and appreciate, respect and approve of student more	20	33	35	56
Improved ability of student to deal with adults	18	30	25	40
Improved student perception of adults	8	13	12	19
Financial independence	6	10	9	14
Maturity and patience, emotional/mental independence increased	9	15	6	10
Less time with parents, so appreciate any time available	1	2	7	11
Money to help at home	3	5		
Negative				
Slight friction with parents	3	5		
Parents against working	2	3		
Parents help with job			3	5
Other relatives impressed			2	3
Moved out or moving out			3	5
None/no effect	16	26	8	13

F. CAREER PLANS

1. Present Plans

Question G1 - What do you want to do after you graduate from high school?

	TARRYTOWN		NEWARK	
	TOTAL	%	TOTAL	%
College	30	49	20	32
Other schools-vocational, business	7	11	17	27
Specific jobs in mind	12	20	17	27
Undecided	8	13	17	27
Continue with present employer	4	7	14	24

2. Effect of Work/Experience on Career Plans

Question G2 - How has the work-experience program affected your career plans?

	TARRYTOWN		NEWARK	
	TOTAL	%	TOTAL	%
No effect	22	36	20	32
Reinforced positive feelings for job/field/ career goals	11	18	17	27
Has helped provide some funds for college	10	16		
Reinforced dislike for this type of job	11	18	6	10
Increased confidence in ability to hold future jobs and make career decisions	9	15	20	32
Helped in decisions about the future	7	11		
Helped in learning about business	3	5	3	5
Helped in ability to interact with people	2	3		
Has altered plans; now inclined to stay in job	1	2		
Has provided alternative job to fall back on	1	2		
Engendered desire to relocate	1	2		
Greater independence and own money	1	2	1	2

WORKPLACE REPRESENTATIVES (EMPLOYERS-SUPERVISORS)*

A. PERCEIVED VALUES OF WORK EXPERIENCE

1. Benefits of Student Employment to Company

Question A2a - How does this program benefit the company?

	TARRYTOWN		NEWARK	
	TOTAL*	%	TOTAL*	%
Fills current labor needs (work during peak periods, dirty work, routine jobs)	18	56	16	53
Good workers; stick to job	10	31	11	36
Cheap labor supply	8	25	7	23
Future employee resource (easy to try out, recruiting ease)	4	13	7	23
Students are more flexible, open-minded	4	12		
Generation of new ideas	2	6		
No value	2	6		
Good public relations	1	3		
Personal help to supervisor or department			9	30

*The total workplace representatives sample for the survey was 32 in Tarrytown, and 30 in Newark

2. Benefits of Employment to Students

Question A2b - How does this program benefit student employees?

	TARRYTOWN		NEWARK	
	TOTAL	%	TOTAL	%
Encourages personal growth in values, responsibilities, discipline, work habits, independence, maturity; better citizenship	18	56	23	75
Offers general life experience (exposure and experience in work world, preparation for real world)	14	45	5	17
Provides training for future employment (job skills, career exploration, career ideas)	11	34	30	100
Provides income (money, which, in turn, results in personal freedom)	8	25	6	20
Improves interpersonal skills, social skills	5	16	13	43
Keeps students off streets	3	9		
Helps students save for college	1	3		
Offers school credit	1	3		

B. PERCEIVED SHORTCOMINGS OF WORK-EXPERIENCE PROGRAM

1. Problematic Aspects of the Program

Question A3 - What don't you like about the program?

	TARRYTOWN		NEWARK	
	TOTAL	%	TOTAL	%
Nothing (no problems; requires no extra effort, or extra costs)	25	77	18	60
Scheduling problems with students	4	13		
Attitudes of students (job not taken seriously, quality of students not good)	2	6	11	37
School relations (program not run well)	1	3	6	20
Structured problems (minimum-wage laws, child-labor laws)			4	13

2. Impact of Student Employment on Supervisor's Job

Question A3a - Does the program in any way make your job more difficult?

	TARRYTOWN		NEWARK	
	TOTAL	%	TOTAL	%
No, the program is easy to work with. Young people are capable, ease business pressures	26	81	15	50
Yes, the program makes my job more difficult			15	50
More training and supervision needed	4	13		
Scheduling problems	2	6		

3. Impact of Student Employment on Full-Time Employees

Question A3b - Does the program create any problems for/with full-time employees?

	TARRYTOWN		NEWARK	
	TOTAL	%	TOTAL	%
No problems (everyone is equal; full-timers give boring jobs to students and welcome help)	25	78	20	67
Yes, the program creates problems (students require constant supervision, fear of job loss by full-timers, interpersonal problems)	7	22	6	20
Neutral responses or no answer			4	13

C. COMPARISON OF STUDENT-EMPLOYEES AND REGULAR EMPLOYEES

Question A4 - How do student workers compare with the regular workers?

	TARRYTOWN		NEWARK	
	TOTAL	%	TOTAL	%
Compare favorably (enthusiastic, energetic, less competitive, equal in ability to other workers, motivated, good workers)	21	66	18	60
Compare less favorably (lack drive, skill, motivation; immature, perform poorly)	10	31	12	40
Depends on student; performance varies	5	16	7	23
Students learn easier, try harder	4	13		
Work Schedule				
Approximately equal	5			
Fewer hours-adapt schedule	5			
Much different schedule (less strict)	2			
Jobs				
Same	8			
Student serves in mainly supportive role	2			
Totally different jobs (menial, "dirty" work)	4			
Pay				
Same	9			
Less (due to seniority)	1			

D. STUDENTS' ENTRY SKILLS

Question A5 - How would you describe the student-workers in terms of entry skills?

	TARRYTOWN		NEWARK	
	TOTAL	%	TOTAL	%
Generally adequate	17	53	15	50
Generally adequate, but require some training	8	25	4	13
Less than adequate				
Doesn't know what work requires, no common sense, poor performance	2	6.5	9	30
Must be trained in all aspects, lacks skill	2	6.5	9	30
Doesn't apply (no entry skills needed, varies)	3	9	6	20

E. COMPENSATION FOR SKILL DEFICIENCIES

Question A6 - What do you do to compensate for skill deficiencies?

	TARRYTOWN		NEWARK	
	TOTAL	%	TOTAL	%
Informal training (observation, following co-workers around, explanation and demonstration of the job)	17	53	19	63
Formal, structured training	6	19	8	27
Not applicable	3	9		
Alternatives to training (switch to different job, dismissals)	6	19	6	20
Tolerance and acceptance (relax student, have patience, encourage questions)			6	20

E. SUPERVISOR'S ROLE

1. Use of Student-Workers

a. Student Workers' Jobs

Question B1a - For which jobs do you use student-workers?

	TARRYTOWN		NEWARK	
	TOTAL	%	TOTAL	%
Varied responsibilities (whatever needs doing; may change duties in course of job)	8	56	20	67
Job depends on talent and initiative, experience	3	9	7	23

b. Options Available to Supervisor

Question B1b - What kinds of options do you have, if any, in using student workers?

Yes, there are options:	22	69		60
Based on sex	2	6		
Depends on business needs	9	28		
Based on talent, initiative of student	11	34	7	23
Lower paid jobs			7	23
Less responsible jobs			4	14
Less dangerous jobs			3	10
No, there are no options:	10	31		40
Lack of training	2	6	8	27
No other jobs available	8	25		
Limited by students' schedules			3	10
Confidential jobs do not go to students			1	3

2. Supervisory Framework

Question B2 - Please describe the supervision of student-workers.

	TARRYTOWN		NEWARK	
	TOTAL	%	TOTAL	%
Informal supervision (flexible, fatherly, responsive to student needs, demonstrating personal interest)	26	81	24	80
Formal supervision	6	19	3	10
More supervision than required by regulars	6	19		
Same supervision as that required by regulars			3	10

Question B2b - What special supervisory needs do the student workers have, if any?

No special needs	10	31	8	27
Occasionally more supervision	7	22	19	63

3. Performance Measurement

Question B3 - How do you measure student-worker on-the-job performance?

	TARRYTOWN		NEWARK	
	TOTAL	%	TOTAL	%
Informal performance review (feedback from other workers, teacher visits)	31	97	16	53
Formal performance report (company report, school report)	6	19	14	47
Criteria for Performance Measurement				
Good work (productivity efficiency)	19	59	22	73
Attitude (motivation, pride, ambition, responsibility, attention)	11	34	19	63
Neatness, appearance	5	16	12	40
Initiative, independence, maturity				
Socialization (dealing with public and coworkers)	1	3		
Attendance			9	30

G. MANAGEMENT INTRODUCTION

1. Preparation for Using Student Workers

Question C1 - What special preparation, if any, did you receive for using student-workers?

	TARRYTOWN		NEWARK	
	TOTAL	%	TOTAL	%
None	28	88	No data	
Formal training (seminars, techniques for handling teens, manuals)	4	12	No data	

2. Advice for Other Potential Student Supervisors

Question C3 - What advice would you give to others who were going to supervise students?

	TARRYTOWN		NEWARK	
	TOTAL	%	TOTAL	%
Give fair and honest treatment	10	31		
Be tolerant and patient	8	25	10	33
Be supportive (positive feedback)	3	9	15	50
Be understanding of student needs	3	9		
Spend extra time in working with students	2	6	3	10
Be demanding	2	6		
Screen carefully	2	6	2	6
Avoid formation of cliques	3	9		
Provide guidance for future			7	23
Maintain interest	1	3		
Listen to their ideas	1	3		
Encourage them	1	3		
Befriend them	1	3		
Watch closely			3	10
Limit experiences, lighten load			6	20

PAST PROGRAM PARTICIPANTS (4-6 YEAR GRADUATES)*

A. PERCEIVED VALUES OF WORK EXPERIENCE

Question A4 - How would you describe your satisfaction with the job you presently have?

	TARRYTOWN		NEWARK	
	TOTAL*	%	TOTAL*	%
Satisfied	25	81	39	83
Dissatisfied - (poor pay, not related to future job content)	6	19	8	17

*The total graduate sample for the survey was 31 in Tarrytown and 47 in Newark.

B. EXPECTATIONS OF HIGH SCHOOL

Question B1- What did you want to get out of high school?

	TARRYTOWN		NEWARK	
	TOTAL	%	TOTAL	%
Well-rounded education	9	29		
Diploma	8	25		
Nothing specific	7	23	16	34
Preparation for business (any good job)	4	13	5	11
Wanted to "get out"	4	13		
Marriage			3	6
Specific career			23	49

C. CAREER DESIRES AND PLANS

Question B2 - What are your career desires and plans now?

	TARRYTOWN		NEWARK	
	TOTAL	%	TOTAL	%
Have specific career plans that differ from present job	15	48	4	8
Continue present career paths from present job	13	39	16	34
Continue education	5	16	14	30
Return to former career or employer			5	11
Postpone career, raise family, marry			5	11
No plans yet/plans uncertain	3	10	5	11

D. DIFFERENCE BETWEEN PRESENT PLANS AND THOSE HELD IN HIGH SCHOOL

Question B3 - How and why do your present desires and plans differ from those you had in high school?

	TARRYTOWN		NEWARK	
	TOTAL	%	TOTAL	%
Plans more clearly defined now than in high school	15	48	6	32
No change in plans since high school	8	26		
Plans changed through personal growth, maturity	3	16		
More concern for future, more ambitious	1	3	6	32
Changed field as function of job market	1	3	3	16
Plans still undefined	1	3		
Want career, not just marriage			2	11
Other			2	11

E. EFFECT OF WORK EXPERILNCE ON CAREER

Question B4 - What effect did the work-experience program have on your career?

	TARRYTOWN		NEWARK	
	TOTAL	%	TOTAL	%
Received first general work experience/exposure to different jobs	14	45	12	26
Received initial experience in career area or present job and experience for future job	9	29	9	19
Learned to deal with people/respect authority (coworkers, boss, customers)	5	16	14	30
No effect/Unrelated to career	4	13	13	27
Exposure to adult perspective and maturity	2		3	6
Reinforced dislike of specific jobs	1		7	15
Helped to develop business skills	1		9	19
Helped focus directly on career goals	1			
Achieved self-confidence			3	6
Achieved independence			5	11
Learned value of money and how to spend it			3	6

F. SUGGESTIONS FOR WORK-EXPERIENCE PROGRAM IMPROVEMENT

Question B5 - How might the program have been of greater value to you?

	TARRYTOWN		NEWARK	
	TOTAL	%	TOTAL	%
Better job matching and job placement by program coordinator	9	29	12	26
More involvement of work-experience counselor (Newark)/Need for work-experience counselor (Tarrytown)	8	26	12	26
No need to improve/okay	6	19	8	17
Greater exposure to opportunities (career exploration) and careers through work-experience program	4	13	10	21
More school courses involved with work-experience	4	12		
More specific skill training in school	3	10	6	13
Don't know/No answer	1	3	7	15
More feedback on job performance			5	11